

Examining an Argument

Lesson Preparation

Daily Lesson 1	WORD STUDY		READING	
	TEKS	Ongoing TEKS	TEKS	Ongoing TEKS
	E1.1B	E1.1E	E1.Fig 19A E1.8A E1.9A	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. <p>— Why is it important to continue to improve your vocabulary?</p>		<ul style="list-style-type: none"> Authors use techniques, form, and structure to influence the attitudes or actions of a specific audience. Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres <p>— What makes an argument effective?</p>	
Vocabulary of Instruction			<ul style="list-style-type: none"> Summary 	
Materials	<ul style="list-style-type: none"> Vocabulary Notebook (1 per student) Short persuasive text on controversial current event or issue from Reading (1 per student) Chart paper (if applicable) 		<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) Short persuasive text on controversial current event or issue (1 per student) Novel list (1 per student) Chart paper (if applicable) 	
Attachments and Resources			<ul style="list-style-type: none"> Handout: Unit 04 IR Book Page. (1 per student) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Create space for new words on Word Wall. 		<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Generate a novel list for students to choose from for their Independent Reading text. Select and prepare a short persuasive text on a controversial current event or issue. 	
Background Information	This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins."</i>		This Instructional Routine partially assesses Performance Indicator: <i>"Write multiple reflections including personal and world connections, thoughts, and responses to expository and persuasive texts."</i>	
Teacher Notes			<p>In the previous unit, students learned how to summarize informational texts. In this Daily Lesson, they will apply the process to a persuasive text.</p> <p>Students will select a fictional novel to read for their independent</p>	

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		<p>reading. Select a list of popular novels for teens or create one of your own that is appropriate for your students. Consult with your school librarian for availability of titles.</p> <p>This Daily Lesson may require more than one day if library time is scheduled. Prepare accordingly.</p>

Instructional Routines

		WORD STUDY	READING	
Daily Lesson 1				
Duration and Objective	Suggested Duration: 10 min. Content Objective: Students determine the meanings of words using connotative strategies.		Suggested Duration: 40-50 min. Content Objective: Students summarize a persuasive text.	
Mini Lesson		1. Display and distribute persuasive text on controversial subject. Have students search the article for two unfamiliar words. 2. Students create a chart with four columns in their Vocabulary Notebook and list the new word, the context clue they found in the article, the connotative meaning based upon that clue, and the dictionary definition. <div>New Word Context Clue Connotative Meaning Dictionary Definition</div>		1. Display Handout: Unit 04 IR Book Page . Discuss and clarify expectations as needed. 2. Display and distribute copies of the selected persuasive text. Read the article together. Ask: What is the author’s purpose for writing this article? Students Think, Turn, Talk , then share responses with the class. 3. Ask: What is the author’s main argument in the article? Discuss responses. 4. Review with students the steps in writing a summary. Explain that they will be writing a summary of the article that includes the main points the author makes in his argument.
Learning Applications	1. Students complete the chart in their Vocabulary Notebook for their selected words.		1. In their Reader’s Notebook, students summarize the main point of the persuasive text. 2. Students engage in Independent Reading.	
Closure	1. Students share their words with an Elbow Partner . 2. Add new words to the Word Wall as appropriate.		1. Students compare summaries with an Elbow Partner .	